



**Measure G1
Grant Application
2018-19**

**Due Date: February 13, 2018
Revised: February 23, 2018**

School	Melrose Leadership Academy Middle School	Principal	Moyra Contreras
School Address	4730 Fleming Avenue Oakland, CA	Principal Email	Moyra.Contreras@ousd.org
School Phone	510-535-3832	Recommended Grant Amount*	\$5,116
Actual 2017-18 Enrollment (6-8) (20 day count)	135	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	79

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.4 FTE Provide World Language (Spanish) salary and benefits	\$30,536
Budget Total (must add up to Current Grant Amount)		\$30,536

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.4 FTE Provide World Language (Spanish) salary and benefits	35,652 (New allocation + carryover)
2		
3		
4		
5		
Budget Total (must add up to Anticipated Grant Amount)		\$35,652

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
46.2%	53.8%	58.%	6.2%	0	36.3%	99%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
8.1%	0	.8%	66.9%	1.2%	0	16%	5.8%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Moyra Contreras	Principal
Andrea Maoki	Vice Principal
Laura Alvarez	Instructional Teacher Leader

School Vision (insert here):

The vision of Melrose Leadership Academy is to partner with families, community members and students to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy is a place where students exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site

Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	<u>Art</u> (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	Entry	Entry	Access and Equitable Opportunity	Entry	Entry
Instructional Program	Entry	Entry	Instructional Program	Entry	Entry
Staffing	Basic	Entry	Staffing	Basic	Basic
Facilities	Entry	Entry	Facilities	Basic	Basic
Equipment and Materials	Basic	Basic	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Entry	Entry
<u>World Language</u> (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Sustaining	Sustaining			
Communication	Sustaining	Sustaining			
Real world learning and Global competence	Sustaining	Sustaining			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	10 over	under by 10 but are now over the projection	Suspension	5	0
ES Outreach Strategy Actions	We are a TK-8 school	We are a TK-8 school	Chronic Absence	6.3%	6.2%
Programs to support ES students transition to MS	We are a TK-8 school	We are a TK-8 school	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings with this application. The application will **NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s)	
Community Group	Date
PTSA Leadership Meeting	2/2/18

Staff Engagement Meeting(s)	
Staff Group	Date
Faculty Meeting	2/7/18

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team’s plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

1. Music Program

Programmatic Narrative Based on Rubric

We are solidly between Entry and Basic level on the Music program evaluation rubric. Through a district provided Music teacher we are able to offer 3 periods of Music two times a week. Our music teacher from last year moved out of California and we began the year with a vacancy in this position. Our new teacher is not credentialed and is on an emergency credential. The teacher currently uses the stage for instruction. Given the space limitations, we would like to hold off on expanding our music program for 2 years while we lobby for an additional classroom so that we can have a dedicated music room. Once we are successful at obtaining a room, we would like to add an additional 2-3 days a week of music. We are confident that we would be able to move from Entry/Basic to Basic/Quality. Specifically we would be able to offer a Band elective and a Smart Music Elective, in addition to the already provided Introduction to Music. This would allow us to respond to the increased student and parent demand for music instruction. (Demand = about 50 more students wanting Music than we were able to serve each semester) In addition, having a full time music teacher would allow us to integrate music into other parts of the school program, specifically development of Expeditions, school-wide assemblies, grade level celebrations and Expos. We anticipate requesting this funding support for an expansion of our music program in the 2018-19 school year.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric

Similar to Music, we are at the Entry and Basic level on the Art program evaluation rubric. While we have secured qualified staffing, adjusted the schedule and secured the appropriate classroom we are ready to move beyond a single level offering. Currently we are able to provide three sections of Intro to Art, 4 times a week for students 6-8th. For next year we are eager to provide an Introductory Painting course.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

3. World Language Program

Programmatic Narrative Based on Rubric

As a 90-10 Dual Immersion school (Spanish and English) we are squarely in the Sustaining category on the self assessment rubric. The area that would move us to thriving would be the integration of service-learning experiences within our Expeditions and advanced Spanish opportunities. Funding for these experiences has been a consistently lacking. We would like to use the additional G1 funding to support the introduction of an advanced Spanish class offered to 8th graders.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$35,652	Hire .4 Spanish Teacher	We will provide 10 hours of Spanish per week, serving 62 students in grades 6-8. By the end of the year, all students will be prepared to do a 15 minute presentation in Spanish. All 8th graders will complete a 30 minute oral presentation in Spanish and receive a 3 or 4 on the MLA presentation rubric.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
We are a TK-8 school.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
As our SPF ratings show, MLA has established stable and positive conditions for student learning and student, staff, and community engagement. We have had no formal suspensions and 20 office referrals this year. The vast majority of our student-student conflict and student discipline are resolved via peacemaking circles and restorative conversations. This year we have a student leadership club that has taken over the planning and emceeding of monthly school-wide meetings and other community events.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Melrose Leadership Academy

Date: 2/7/18

Location: Room 18

Measure G1 Engagement Meeting Agenda/Minutes

- **Amount of the recommended allocation for 2018-19**

The recommended amount is \$5,116

- **Review Self- Assessment and Rubric (you can send rubric ahead of time and do review)**

We developed a plan to add Spanish instruction to strengthen our World Languages Program for the 2017-19 school year. Our conditions haven't changed since then. We selected Language because we already offer Music and art and Spanish would strengthen our existing program. We were not able to implement this year for the following reasons:

- The teacher we interviewed and selected ended up taking a job at California State University, East Bay
- It took us until December to select and process another teacher to take the Spanish position
- In January we had a teacher transfer, leaving us with a vacancy
- We hired the Spanish teacher to fill the vacancy
- We do not have anyone in this position at this time
- Given the limited amount of money we will receive next year, and the difficulty of hiring a new teacher at the end of the year, we would like to carry the funds over and implement this year's plan during the 2018-2019 school year

- **Proposal Presentation**

Hire a .4 Spanish teacher in order to offer Spanish elective to grades 6-8 This is the plan for 2017-2018 which we were not able to implement. Begin search for the teacher now in order to ensure that we have a candidate ready for the fall.

- **Community Feedback**

- Since we had already submitted a plan and were not able to implement it, it makes sense to keep the same plan and focus on the hiring process immediately.
- It would make sense to see if any of the existing MLA teachers would be interested in taking this position.

- This position would strengthen our existing school program.

Measure G1 Sign in 2/7/18

- 1 Amara Schoenberg
- 2 Lara Ginsberg
- 3 Emily Bean
- 4 Laura Alvarez
- 5 Anabel West
- 6 Laura Kaneko
- 7 Jose B. Padiella
- 8 Gabriela Casaf
- 9 Julie Palacios
- 10 Hilda Bucio
- 11 Vilma Ferrano
- 12 Fernando Perez
- 13 Tim Marshall
- 14 Lindsey Pothast
- 15 Nissa Mahmoodi
- 16 Kanni Morris
- 17 Evelyn Ramirez
- 18 Marisa Villagas
- 19 Barbara R. Silverio Freer
20. Aracely Sifuentes-Ordaz
21. BEATRIZ ALVAREZ
22. Sydney Morgan
- 23 Ly Sun

Melrose Leadership Academy
Measure G1 Engagement Meeting
2/2/2018
Office

Agenda/Minutes

- **Amount of the recommended allocation for 2018-19**

The recommended amount is \$5,116

- **Review Self- Assessment and Rubric (you can send rubric ahead of time and do review)**

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- **Proposal Presentation**

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This is the plan for 2017-2018 which we were not able to implement.
Begin search for the teacher now in order to ensure that we have a candidate ready for the fall.

- **Community Feedback**

- Why are we getting such a drastic cut in funding? If the funding is for middle school students, the demographics of the middle school students should be used to determine the amount. Is there any way to challenge this?
- Parents agreed to the proposal to implement last year's plan.

Melrose Leadership Academy

Date: 2/2/18
Principal's Office

Measure G1 Engagement Meeting
Sign-in sheet

1. Kimi Lee
2. Ethel Calles
3. Cathy
4. A. ~~Quint~~
5. Mayra Cont